

# Mental Retardation Assessment Documentation

School System \_\_\_\_\_  
Student \_\_\_\_\_

School \_\_\_\_\_  
Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

Grade \_\_\_\_\_  
Age \_\_\_\_\_

1. Definition		
<ul style="list-style-type: none"> <li>▪ significantly impaired intellectual functioning, existing concurrently with adaptive behavior deficits and manifested during the child's developmental period that adversely affect his/her educational performance</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Evaluation Procedures		
<ul style="list-style-type: none"> <li>▪ significantly impaired intellectual functioning, which is <math>\geq 2</math> standard deviations below the mean on an individually administered, standardized measure of intelligence</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ intelligence test instrument(s) selected that are sensitive to cultural, linguistic or sensory factors</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ test interpretation that takes into account SEM and 68<sup>th</sup> percent confidence level</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ adaptive home behavior composite score of <math>\geq 2</math> standard deviations below mean of an individually-administered, standardized instrument</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ additional documentation with systematic observations, impressions, developmental history was obtained for home adaptive behavior</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ significantly impaired adaptive behavior determined by systematic observations in the child's educational setting which compares &amp; addresses age-appropriate adaptive behaviors for child's chronological age</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ additional adaptive school behavior composite score of <math>\geq 2</math> standard deviations below mean of an individually-administered, standardized instrument</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ intelligence and adaptive behavior evaluation results interpretation addresses and makes a determination that the student's performance on the test is not due to the following factors and is <i>not the primary reason</i> for significantly impaired scores on measures of intelligence or adaptive behavior.</li> </ul>		
<ul style="list-style-type: none"> <li>○ limited English proficiency</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ cultural background and differences</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ medical conditions that impact school performance</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ socioeconomic status</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>○ communication, sensory, or motor abilities</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ history indicates delays in cognitive abilities (intellectual impairment) manifested during the developmental period (birth through 18)</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> <li>▪ documentation (observation and/or assessment) of how Mental Retardation adversely impacts educational performance</li> </ul>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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Signature of Psychologist

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

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Signature of Psychologist

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

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Signature of Psychologist

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Date